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| **Weekly Lesson Plans** | | | | | |
|  | **Monday, October 18** | **Tuesday, October 19** | **Wednesday, October 20** | **Thursday, October 21** | **Friday, October 22** |
| **GLETS** | Calculate areas of regular and irregular figures by composing and decomposing shapes that include polygons and circles. (Ex. The basketball key or the cross section of a scoop of ice cream on a cone.)  Use appropriate strategies to find areas of irregular shapes and parts of a circle | Calculate areas of regular and irregular figures by composing and decomposing shapes that include polygons and circles. (Ex. The basketball key or the cross section of a scoop of ice cream on a cone.)  Use appropriate strategies to find areas of irregular shapes and parts of a circle | Calculate areas of regular and irregular figures by composing and decomposing shapes that include polygons and circles. (Ex. The basketball key or the cross section of a scoop of ice cream on a cone.)  Use appropriate strategies to find areas of irregular shapes and parts of a circle | Understand how changing the radius of an arc (or whole circle) affect the arc length (or circumference) and the area of the sector (or circle). | Applies area formulas to solve for a given variable (for example, solve for r in C=2πr  Applies estimation skills to justify reasonableness of a solution in a real world situation |
| **Content Objective** | **I will determine the area of an annulus by decomposing the shape into two circles and subtracting.** | **I will determine the area of a sector by applying a proportion to the circle.** | **I will determine the area of a segment by applying the strategy of finding the area of a larger piece of a circle and subtracting off a smaller piece.** | **I will predict the arc length and area of a sector by discovering and applying a scale factor.** | **I will analyze and solve word problems by applying the Take – 5 problem solving strategy.** |
| **Assessment** | **Applying strategy to We do # 6 and 8** | **Check # 4 and 10 in we do for student understanding of how to set up problem.** |  | **Final check**  **Asks students to calculate one arc length, and one area, then make predictions if the radius is changed.** | **Quiz 3 questions**  **Area of circle, sector, segment.**  **Final check: hand in so each student has a 10 second ‘conference’ with you to choose between individual work or small group** |
| **Summary of Content Addressed** | Annulus | Sector  Teach as formula, or proportion to whole circle. | Segment  Chord  Review:linear angles, vertical angles. | Arch length taught as a proportion to the circumference  (did not include s-rtheta because of the conversion between degrees and radians) | Take 5 |
| **Key Vocabulary and Lit Terms** | **Annulus (ring/washer)**  **Concentric** | **Sector (slice of pie)**  **Proportion** | **Segment (pizza crust)**  **Chord**  **Linear angles**  **Vertical angles** | **Arc length**  **Proportion** |  |
| **Warm-Up** | **Area of irregular polygon** | **Area of irregular polygon** | **Area of irregular polygon** | **Word problem** | **Prediction** |
| **“I Do”** | **Fill in Annulus part of graphic organizer.**  **Discuss how equation is created from the breakdown of shapes seen just below the annulus picture.**  **Continue on to I do section of packet. Problems include a straight forward example, a problem where the equation needs rearranged to solve for a variable, and two application problems to images.**  **Pay special attention to modeling how to find the circles on the pictures.** | **Fill in Sector part of graphic organizer.**  **Discuss how we can create a direct formula or use a proportion.**  **Continue on to I do section of packet.**  **1-3 straight forward**  **4-8 require analyzing picture to find the pieces to add up to get the angle.**  **9-10 rearranging equation** | **Fill in Segment part of graphic organizer.**  Vocab word chord  Recall height of triangle is always at a right angle to base  1 straight forward  3 uses prior knowledge about linear angles  5 inverse, have to subtract from area  7 combine with prior info of annulus | **Begin with intro to arc length with definitions and how to label the diagram.**  **Discuss how we can use a proportion to solve.**  Begin find arc length  Change radii, find arc length  Jump to we do, have students do their column  Then make observation  Then repeat Ido we do with the area  Make observation | **None, this is a continuation of last Friday only with more content** |
| **“We Do”** | **Practice together very similar problems to the I do.**  **Let number 6 and 8 be your checks on how students are doing applying the strategy to the problems.** | **Student practice mirroring the Ido** | **Student practice mirroring the Ido** | **Student practice mirroring the Ido**  Interspersed with the I do, see above.  Final check applying observations before going on to we do. | **One problem to refresh how to use the 5-step process and filling in the chart to guide problem solving.**  **Give quiz, then have students do the final check** |
| **“You Do”** | **Independent work or small group.** | **Independent work or small group.** | **Independent work or small group.** | **Independent work or small group.** | **Independent work while other students are finishing quiz.** |
| **Resources** | **Warm up week of 10 18.docx**  **Circles. Docx**  **Circle Pieces 3 day.docx** | **Warm up week of 10 18.docx**  **Circles. Docx**  **Circle Pieces 3 day.docx** | **Warm up week of 10 18.docx**  **Circles. Docx**  **Circle Pieces 3 day.docx** | **Warm up week of 10**  **Arc length.docx** | **Quiz (only the 3 questions, cut off everything else)**  **Warm up week of 10**  **Annulus sector segment word problems.docx** |